growth and benefit gain. Patients mental health can play an important role in PTG development.

Objectives: to explore possible differences in mental health according to PTG levels.

Methods: the sample was composed of 392 outpatients with MS from Virgen de la Macarena University Hospital (268 women; 124 (31.6 %) men, ages 19-78 years old (mean 45.61 years, SD=11.16 years). Expanded Disability Status Scale (EDSS) mean score was 3.38 (SD=2.06). Relapsing remittent (n=327) and progressive (n=65) MS type were reported. Post-traumatic Growth Inventory (PGI-21) measured patients perception of personal benefit gain after MS experience. General Health Questionnaire-28 (GHQ-28) evaluated Mental Health distress symptoms. Unpaired t-test was used to identify differences in mental health distress between "low PTG ≤49 score" and "high PTG ≥50 score" groups.

Results: Significant differences were found in social dysfunction (t=2.521, p=0.012) and severe depression (t=2.442, p=0.015), "high PTG group" (n=194) presented lower scores compare to "low PTG group" (n=198). No significant difference was detected in somatic symptoms (t=0.185, p=0.087) and anxiety and insomnia (t=0.859, p=0.391).

Conclusions: patients with higher PTG reported a better mental health. This suggests the relevance of mental health status in positive outcomes development after an adverse life event. Particularly, social dysfunction and depressive symptoms should be considered in interventions aimed to promote positive outcomes as personal gain and benefit finding in MS population.

Disclosure of Interest: None Declared

EPP0360

Examination of the Effectiveness of a Universal Prevention Program to Enhance Understanding and Regulating Others' Emotions for Children in Terms of Implicit and Explicit Affect

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Introduction: Uchida & Yamasaki (2012, 2022) have developed a universal prevention program to enhance understanding and regulating others' emotions for elementary and junior high school students. In recent years, affect and emotions are popular research topics in the domains of psychology and brain science. Most research has thus far focused on the effects of explicit affect on health and adjustment. However, an increasing number of studies have started to examine the effects of implicit affect on psychological outcomes. Although the program was developed for enhancing coping of explicit emotions for health and adjustment, the effectiveness needs to be examined also in terms of implicit affect.

Objectives: The purpose of this study was to examine the effectiveness of this program in terms of implicit and explicit affect.

Methods: Participants were 6th-grade children in a public elementary school in Japan. The final sample was 61 children (32 boys and 29 girls). Participants completed a battery of two questionnaires just before (Time 1) and just after (Time 2) the intervention

program. The questionnaires were the Implicit Positive and Negative Affect Test for Children (IPANAT-C) for assessing implicit positive and negative affect (IPA and INA) and the Japanese version of the Positive and Negative Affect Schedule for Children (PANAS-C) for measuring explicit positive and negative affect (EPA and ENA). The universal intervention program that was one of the programs we developed for children's health and adjustment was implemented over four regular classes targeting all children in their homeroom classes.

Results: Data were analyzed by 2 (pre-intervention and post-intervention periods) x 2 (boys and girls) analyses of variance (ANOVA) with the hoc tests using Holm corrections. First, regarding the EPA and IPA, there was a significant main effect of periods (Fs $(1, 59)$ = 6.82 and 4.54, $p < .05$, respectively), revealing in the post hoc tests that they significantly increased at the post-intervention period. In contrast, regarding ENA and INA, there was no significant main effect of periods. Moreover, regarding EPA, there was a significant main effect of sex. No significant period x sex interactions were found in any affect.

Conclusions: These results revealed that the current program was effective in enhancing explicit and implicit positive affect. On the other hand, no significant effects were found in enhancing explicit and implicit negative affect. The necessity of future research that will examine the sustainability of the effectiveness of the program is discussed, along with several limitations.

Disclosure of Interest: None Declared

EPP0361

Study of self-esteem and perceived stress in medical students in Tunisia

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Introduction: Self-esteem affects people's reaction to stressful events and the way individuals cope with stress. At the same time, stressful events negatively affect self-esteem, which is a psychological resource against psychological disorders.

Objectives: To study the link between self-esteem and perceived stress in medical students.

Methods: A cross-sectional study was conducted through an online survey among medical students of the faculty of medicine of Sfax (Tunisia). Participants completed an anonymous self-administered questionnaire and two psychometric scales: Rosenberg's self-esteem scale for the evaluation of self-esteem and Cohen's Perceived Stress Scale (PSS) for the evaluation of the level of perceived stress.

Results: Our sample consisted of 95 students. Their mean age was 25.8±3.4, with a sex ratio (M/F) = 0.25.The majority were single (83.2%) and live with their parents (64.2%). Only 14.7% of the participants were smokers, and 13.6% consumed alcohol.

History of psychiatric disorders was reported by 17.9% of students, 76.5% of which were anxiety disorders.

On the Rosenberg scale, self-esteem was very low in 27.1% and low in 34.7% of the students. According to the PSS scale, 21.1% had a severe stress level and 69.5% had a moderate stress level.